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ABSTRACT

To improve vocational guidance and counseling programs and services in Illinois, nineteen site review teams analyzed the Career Guidance Center (CGC) programs and services offered to public and private educational and community-based agencies. (This evaluation was conducted as part of a larger study described in CE 023 986.) The two major procedures used by the site review teams were (1) a review of documentation and other data (including the Career Guidance Center Profiles and locally-directed evaluation results) generated by the CGCs and (2) on-site structured interviews. Individuals interviewed voiced similar views in terms of strengths and areas for suggested improvement. Conclusions drawn from this information were consequently based on a substantial agreement among the interviewees. The recommendations for improvement of the centers were based on the conclusions. Conclusions, recommendations, and suggested improvements were categorized according to five program components identified as essential to the sources of success of CGCs: planning and evaluation, program management, vocational guidance and counseling programs and services, personnel, and community resources. In addition, recommendations were rated as being priority, higher priority, or highest priority item. (YLB)

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PROGRAM IMPROVEMENT:

A COMPOSITE OF THE NINETEEN SITE REVIEWS

A STUDY TO EVALUATE

THE NINETEEN CAREER GUIDANCE CENTERS

WITHIN ILLINOIS

Evaluation Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Department of Adult, Vocational and Technical Education

Springfield, Illinois

June, 1979

The Study to Evaluate the Nineteen Career Guidance Centers Within Illinois (RD1-A9-257) was developed pursuant to a funding agreement with the Illinois Office of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this Composite of the Nineteen Site Reviews do not reflect, nor should they be construed as policy or opinion of the State Board of Education/ Illinois Office of Education or its staff.

The evaluation reports compiled herein represent the findings from nineteen on-site evaluations conducted by teams of individuals representing professional evaluation, Career Guidance Center Directors and members of their staff, business and industry, human services agencies and vocational educators. Such teams are encouraged to express freely their professional judgements in the conduct of the evaluation. However, in all cases, points of view or opinions stated may not necessarily represent official State Board of Education and Illinois Office of Education opinions or policy.

CE 023 985

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A STUDY TO EVALUATE THE NINETEEN CAREER GUIDANCE CENTERS WITHIN ILLINOIS

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OVERVIEW

This report represents the 1979 analysis of the Career Guidance Center (CGC) programs and services offered to public and private educational and community-based agencies in the State of Illinois. The conclusions, recommendations, and suggestions for improvement presented in this report, are designed for the improvement of the programs and services offered by the State of Illinois through the Career Guidance Centers. This report represents impartial and constructive analyses of the nineteen regional Career Guidance Center evaluations.

In addition to the Third-Party Evaluators, twenty-five other team members were responsible for the collection and analyses of data from the nineteen Career Guidance Centers. In preparing individual local agency evaluation reports, some 372 educators, business, industry, labor, governmental and community-based organization representatives participated in the interview process. Additional data utilized in preparation of this report included responses in the Career Guidance Center Profiles and other supporting documents, provided by the Career Guidance Centers and the Illinois Office of Education, Department of Adult, Vocational and Technical Education (IOE/AVTE).

The results of this analysis represent efforts by the team leaders and members and educators at all levels to provide program improvement activities within vocational guidance and counseling in the State of Illinois.

The remainder of this Composite of the Nineteen Site Reviews comprises a report summary in four major sections, the first of which is an introduction and discussion of procedures. A second section provides a general statement relating to the major goals of the Illinois Regional Career Guidance Centers. Following a third section, which discusses utilization of the report, a fourth section provides a summary of the conclusions, recommendations and suggested improvements within the five program components.

REPORT SUMMARY

I. INTRODUCTION AND PROCEDURES

This report is submitted in conjunction with the on-site visitation and report of the nineteen Site Review Teams, appointed by the Department of Adult, Vocational and Technical Education, Illinois Office of Education, and dedicated to improving the programs and services of the regional Career Guidance Centers throughout Illinois.

The CGC Site Review Teams were organized and oriented by utilizing procedures similar to those of the IOE/AVTE Site Review Teams whose evaluation activities are dedicated to improving occupational education programs throughout Illinois. The CGC Site Review Teams were oriented to the eight-part mission statement of the Illinois Career Guidance Centers, as well as to the individual CGC goals/objectives disussed in the Profile document prepared by each Center prior to its site review.

The CGC Site Review Teams adapted five program components (modified for Career Guidance Centers) outlined in the Team Member Handbook provided by the Department of Adult, Vocational and Technical Education, Illinois Office of Education, Three Phase System for Statewide Evaluation. These are:

- Planning and Evaluation
- Program Management
- Vocational Guidance and Counseling Programs and Services
- Personnel
- Community Resources

The procedures utilized by the CGC Site Review Teams included two major areas of activity: 1) A review of documentation and other data (including the Career Guidance Center Profiles and locally-directed evaluation results) generated by the Career Guidance Centers; and 2) On-Site structured interviews conducted by the Site Review Teams in the course of their site visits. Interview tasks were those outlined in the Team Member Handbook, as adapted to the Career Guidance Centers. The five program components allowed the site review teams to recognize both common and varying approaches between and among the nineteen Career Guidance Centers.

The Site Review Teams wish to extend appreciation to a number of individuals associated with the Department of Adult, Vocational and Technical Education, Illinois Office of Education, for providing assistance and encouragement to the Teams in the evaluation process: James R. Galloway, Assistant Superintendent (IOE/AVTE): Dr. Peter Seidman, Research and Development Section (IOE/AVTE); Lynn Troute, Joan Gardner and Dr. Donald Hanratty, Special Programs Section (IOE/AVTE); Dr. John S. Washburn, Assistant Manager and Dr. John A. Klit, Manager, Program Approval and Evaluation Section (IOE/AVTE) and the Regional Program Directors: Bonnie Maguire, Ed Palmer, Robert Wolanin, Kenneth Knell, Harold Finn, John Sweeney, Bernard Ouigley, Walter Bartz, Thomas Kissinger, and Philip Baird; Dr. Charles Joley, EIU/AVTE Liaison Officer; Dr. Barbara A. Core, Career Guidance Center Leadership Training Project Director.

II. GENERAL STATEMENT: MAJOR GOALS OF THE ILLINOIS REGIONAL CAREER GUIDANCE CENTERS

The major goals of the Illinois Regional Career Guidance Centers include:

1. To assist public and private agencies in providing career guidance services for all ages, emphasizing educational and vocational options and educational and job placement through:

   A. Initiation
   B. Implementation
   C. Improvement of Programs and Services

2. To assist vocational and guidance counselors in public and private agencies by providing technical assistance and for training in special areas of concern:

   A. Sex Role Stereotyping
   B. Limited English-speaking Ability
   C. Second Career Seekers
   D. Late in Life Job Market Enterers
   E. Handicapped
   F. Early Retirees
   G. Economically Depressed
   H. Career Problems of Girls and Women
   I. Youth and Adult Offenders in Correctional Institutions

3. To assist agencies to bring workers into the schools and interact with students as a part of the awareness and exploratory activities.

III. UTILIZATION OF THE REPORT

The Site Review Teams offer the following suggestions to the Career Guidance Centers and statewide leadership in utilizing this report and in establishing next steps:

- Request all interested personnel (both within the nineteen Career Guidance Center Regions and Statewide) to review the report thoroughly.
- Discuss the report thoroughly and identify areas for program improvement which need priority attention.
- Formulate a plan for improvement.
- Incorporate the plan for improvement into the Career Guidance Centers short (one-year) and long-range (five-year) planning.

The On-Site Review Team leadership (Third-Party Evaluation) and state leadership (Illinois Office of Education/Department of Adult, Vocational and Technical Education) will be available to provide technical assistance during this period, and the best wishes of all Site Review Team members are extended to the Career Guidance Centers in their efforts to serve public and private agencies and clientele.

IV. SUMMARY OF THE FIVE PROGRAM COMPONENTS: CONCLUSIONS, RECOMMENDATIONS AND SUGGESTED IMPROVEMENTS

The Site Review Teams found evidence of many major strengths as well as some areas needing review. The strengths and suggested improvements are reported according to the five program components as they affect the agencies and clientele being served. The remainder of this report provides a list of major strengths as well as suggestions for program improvement based on conclusions from the Site Review Team activities. Included were a review of documentation and other data as well as interviews with a number of individuals related to the nineteen Career Guidance Centers. These individuals were:

- Nine Vice Presidents for Student Affairs
- A Superintendent of Schools
- Two Vocational Education Coordinators
- Eighty-eight School Counselors
- Two Assistant Superintendents of Schools
- Seventeen Community-based Agency Counselors
- A Job Placement Director
- Five CETA Administrators
- A COVEE Director
- An Economic Opportunity Council Manager
- Three Vocational Education Teachers
- A Commercial Education Company Officer
- Thirty-nine Career Guidance Center Staff Members
- A Council on Aging Coordinator
- An Area Coop Director
- A Chamber of Commerce Executive
- An Association for Low Incidence Handicapped Administrator
- A Data Processing Director
- A Jobs for Progress Director
- Three Elementary Principals
- Four Unit Superintendents
- An Assistant Superintendent
- Two Guidance Coordinators
- Two Migrant Council Coordinators
- A Program Services Team Member
- Two Adult Education Service Center Coordinators
- A Career Guidance Program Developer
- Two College Presidents
- A Prevocational Coordinator
- A Career Exploration Teacher
- Two Special Education Teachers
- A Retired Senior Volunteer Program Director
- A Department of Corrections Staff Person
- A School Librarian
- An Educational Improvement Center Administrator
- Four Community-based Agency Administrators
- An Urban League Executive
- An Industry/Labor/Education Council Director
- An Explorer Scout Executive
- An Apprenticeship Representative
- A Learning Resource Center Administrator
- A Public Aid Manager
- A Coop and CWT Coordinator
- A Dean of Instruction
- Fifteen Education Service Regional Superintendents
- Seven Education Service Regional Assistant Superintendents
- Thirteen Administrators of Area Vocational Centers
- Three Administrators of Area Career Centers
- Eighteen High School Principals
- Three High School Assistant Principals
- A Middle School Teacher
- Thirteen Business and Industry Personnel
- A Labor Representative
- A Public Librarian
- Five CETA Staff Members
- Two Division of Vocational Rehabilitation Personnel
- Three University Professors
- A Staff Member of Office of Regional Superintendent
- A Representative of Building and Construction Trades
- A Representative of Contractors Association
- Twenty Community College Administrators
- Seven Illinois Job Service Personnel
- Thirteen College Guidance Counselors
- A Deferred Prosecution Staff Member
- An Elementary Career-Education Coordinator
- Six High School Career-Education Coordinators
- Three College Career-Education Coordinators
- A Vocational Evaluator
- A Vocational Project Assistant
- Seven College Career Planning and Placement Directors
- A Focus on Women Facilitator
- A Career Developer-Correctional Services
- A Community Resource Coordinator
- An Adult Re-Entry Staff Member
- A Bilingual Programm Staff Member
- A Probation Agency Director

The following pages represent the composite findings of the 1979 evaluations of the Illinois Career Guidance Centers. The conclusions which follow were based upon information obtained from a variety of interviews, at each of the nineteen Career Guidance Centers. With few exceptions, individuals interviewed voiced similar views in terms of strengths and areas for suggested improvement. Consequently, conclusions drawn were based on a substantial agreement among the interviewees. The recommendations for improvement of the centers are based upon the conclusions.

Conclusions, recommendations, and suggested improvements have been categorized according to five program components, which have been identified as essential to the success of Career Guidance Centers. An introduction precedes each of the program components to aid the reader in identifying general conclusions and those recommendations identified as being rated top priority items for action. For each of the recommendations stated (in the middle column of the three-column reporting) asterisks (*) follow each of the statements to indicate:

* A priority item;

** A higher priority item; and

*** A highest priority item.

PLANNING AND EVALUATION

Effective development of any program depends on formal structured planning and evaluation. The Career Guidance Centers have identifiable goals with about two-thirds of the CGCs having measurable objectives to meet those goals. The Career Guidance Centers have surveyed agencies to be served as to their individual needs with varying results. Evaluations have been conducted after each inservice activity. Further development of measurable objectives and means to evaluate progress toward the accomplishment of those goals are currently being considered by the Centers.

Most Centers are to be commended for the extent to which they have been able to meet their goals and existing plans to accomplish other goals. All have taken significant steps toward meeting the all-inclusive goals of PL 94-482 as evidenced in the Composite Accountability Report for the period October, 1978 - March, 1979.

The Career Guidance Centers need more involvement of advisory councils in their planning processes during the next year of operation. The past year has been spent building a firm foundation. Now it is time to build on this foundation.

There is also a need for a consistent mode of reporting (based on the quarterly reporting which has been developed by the state leadership) from each of the Career Guidance Centers to IOE/AVTE. In addition, a position statement regarding the Illinois Career Guidance Centers needs to be developed. It should address the issues identified in the course of the evaluation activities, and serve to define the statewide role and recommended structures of the Career Guidance Centers. The impacts of the Career Guidance Centers also need to be documented statewide.

Consideration should be given to the development of one and five year plans for each Career Guidance Center and for the statewide Career Guidance Center network as well. The Career Guidance Centers need to continue to share examples of planning and evaluation activities within the statewide network, including current goals and objectives.

In the three-column reporting which follows, those recommendations (in the middle columns) identified as being rated top priority items for action are those numbered 1, 3, 4, 7, 8, 9 and 10.

PLANNING AND EVALUATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
1. a. All Career Guidance Centers have developed relevant goals, most of which are in the process of being accomplished.	1. a. Encourage each Career Guidance Center to share examples of measurable goals with other Career Guidance Centers. ***	1. a. Accomplish this through correspondence and as part of the next Fiscal year proposal preparations.
b. About one-third of the Centers do not have measurable objectives nor do they have time tables which will guide them in the planning of their activities.	b. Review individual center goals and prepare measurable objectives for each goal, including times for initiation and completion. ***	b. Review all goals in terms of measurable objectives to meet those goals. Request input from Advisory Councils, the administrative agency and state leadership during the review process.
2. Most Centers are to be commended for the extent to which they have been able to meet their goals and existing plans to accomplish other goals. All have taken significant steps toward meeting the all-inclusive goals of PL94-482 as evidenced in the Composite Accountability Report for the period October 1978-March 1979.	2. Review each Career Guidance Center's accomplishments and existing plans to accomplish other goals. **	2. Relate collective goals, accomplishments and plans to the eight statewide CGC mission statements outlined according to Section 134 Guidelines.
3. Each Career Guidance Center has utilized one or more of the following evaluation activies: follow-up studies, needs assessments, resource surveys, personal interviews, workshop/inservice evaluations, Advisory Council input, and placement surveys.	3. Continue to evaluate activities and determine needs of clients in order to increase level of effectiveness. ***	3. Conduct assessments, surveys and follow-up studies which are appropriate for particular activities. Continue to assess the impact of services, such as workshops, after participants have had opportunities to implement new ideas or materials. Utilize telephone and direct contacts as a built-in mechanism for providing participants with additional assistance and follow-up.
4. Evaluation results have been communicated to both the local administrative agencies and to the state funding agency, with IOE/AVTE Regional Vocational Directors involved.	4. a. Continue to involve Regional Vocational Directors regarding planning and evaluation outcomes. ***	4. a. Utilize sub-regionals for dissemination, and statewide team leader meetings for evaluation inputs.

PLANNING AND EVALUATION (CONTINUED)

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
	4. b. Continue to determine impacts of Career Guidance Center programs and services, on a state-wide basis. ***	4. b. Devote a statewide staff development session to impacts.
5. The staff members at each Career Guidance Center were well aware of activities and emphases being planned for the next year.	5. Continue to emphasize this awareness. *	
6. A number of services now exist because of the Career Guidance Centers such as: access computerized Vocational Information Systems, the Telexplorer, individualized technical assistance, materials, bibliographies of community resources, cooperation between educational and service agencies and inservice/workshop programs.		
7. Two major services which the participating agencies in all regions found invaluable and would seriously affect their programs (if discontinued) are: Technical Assistance for selection, inservice and implementation of programs. Sources of information to answer questions concerning resources.	7. a. Continue to provide and develop the technical assistance and identification of resources which can be shared by guidance counselors in each region and across the state. *** b. Continue to develop newsletters as a regular communication mechanism and as frequently as needed to keep LEAs and Community-Based Agencies informed.***	7. a. Develop listings of technical assistance in which each staff is proficient. Complete and/or review resources available through the Career Guidance Center network. b. Develop a standard format for recording/planning technical assistance as an aid for the dissemination of successful efforts. c. Develop a more formal Career Guidance Center "network" with greater involvement on the part of the state leadership and consider the inclusion of business,

CONCLUSIONS	PLANNING AND EVALUATION (CONTINUED) RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
		industry, community-based and local education agencies.
8. a. The Career Guidance Center staffs have developed a planning process which includes: determining needs, identifying and selecting programs/services available to meet the needs, determining methods of providing programs/services, providing the program/service, and evaluating the program/service.	8. a. Consider the development of one and five-year plans for each Career Guidance Center and for the statewide Career Guidance Center network as well. ***	8. a. Develop a framework and formats according to current IOE/AVTE planning and evaluation designs.
b. A majority of the centers have utilized input by clients and members of the Advisory Council.	b. Increase the involvement of the Advisory Council in the development of future plans. ***	b. Identify specific tasks for the Advisory Council in order to assist members to be more effective.
9. Site Review Teams found a need for a continuing mode of reporting from each of the Career Guidance Centers to IOE/AVTE based on the quarterly reporting which has been developed already.	9. Continue to develop data/information communication bases with common definitions/formats to document who is being served and how. ***	9. a. Consider a system which utilizes both qualitative and quantitative approaches to accountability. b. Involve the CGC Directors in the development of content and procedures, as well as possible technical assistance.
10. The Career Guidance Center Directors/ staffs have expressed a need for a position statement regarding the Illinois Career Guidance Centers.	10. Work quickly to develop a position statement, including: · address the issues identified in the course of the evaluation activities, · define the statewide role and recommended structures of the Career Guidance Center, · document the impacts of the Career Guidance Center structures. ***	

. PROGRAM MANAGEMENT

Effective management will determine how much, how effectively and at what cost, a program can be implemented. Therefore, it is important that the management of the Career Guidance Centers be reviewed. Basically the administrative agencies have encouraged flexibility of the Career Guidance Centers and kept themselves aware of the Centers' activities.

The administrative agencies and clients are supportive of the centers. Most do not have the funds to fund the Centers fully, but have provided limited "in-Kind" support.

Some of the Centers have utilized outside supplemental funding, such as CETA, to help defray staff and program costs.

It is a significant finding that the clients feel the Centers provide an important and needed service, by their being willing to share whatever support is available to them. The statewide leadership in IOE/AVTE has been supportive, helpful and innovative in assisting the Centers.

The Career Guidance Centers collectively need a statewide system for data/information collection, analysis and reporting (i.e., a management information system). It should be based on the premise that regional, statewide and Federal data/information can aid in answering similar questions and utilizing different levels/aggregations of data.

Five major statewide issues emerged, as related to program management. These are:

- Boundaries of Career Guidance Center regions;
- Locations of Career Guidance Centers within their Career Guidance Center regions;
- Funding patterns (i.e., regionalized funding vs. local LEA/ eligible recipient funding) for Career Guidance;
- Determination of the most suitable type of administrative agency for Career Guidance Centers; and
- Actual or potential duplication of efforts between the Centers and other regional/statewide agencies and organizations both within IOE and beyond.

In the three-column reporting which follows, those recommendations (in the middle columns) identified as being rated top priority items for action are those numbered 1, 3, 4, 6, 8, 9 and 10.

PROGRAM MANAGEMENT

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
1. a. The administrative agencies of more than three-fourths of the CGCs have a high level of understanding of their Center's methods for the delivery of services to agencies.	1. a. Continue to explore and define optimum relationships and liaisons between Career Guidance Centers and their administrative agencies. ***	
b. In a majority of Career Guidance Centers, the administrative agencies are to be commended in that they have not constructed any barriers to the outreach function of the Career Guidance Centers.	b. Explore and define optimum relationships and liaisons between Administrative agencies and IOE/AVTE. ***	1. b. Consider conducting a statewide staff development session with Career Guidance Center staff and their administrative agents. (There is a need for more "people to people" interfaces and the development of liaisons, both within the CGCs with their administrative agencies and between the administrative agencies and IOE/AVTE). It has been said "you cannot shake hands with an organization."
2. a. Client agencies of the Career Guidance Centers are very supportive of the project. They indicated that the Centers provide support and assistance badly needed by the guidance personnel.	2. Continue to encourage and support these mechanisms, locally and state-wide. *	
b. In more than one-third of the centers, agencies are giving financial support (e.g., inservice released time and purchase of computer time for vocational information systems and/or in-kind support (e.g., space and telephone service).		
3. a. The Centers have been developing excellent communications with the agencies they service.	3. a. Continue the liaison activities with all clients served. ***	3. Stress linkages between educational and CETA agencies, in the context of such programs as those afforded by the Youth Employment and Demonstration

PROGRAM MANAGEMENT (CONTINUED)

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
In more than three-fourths of the regions, the centers have effected new relationships and/or improved existing relationships among agencies.		Act (YEDPA) building alliances locally between education and labor programs. Provide leadership in Education/CETA linkages and relationships with CETA agencies.
	b. Continue to provide technical assistance, requiring the provider (CGC) to engage in creative problem-solving relating to specific needs.***	
	c. Consider a CGC Newsletter distributed yearly by IOE/AVTE. ***	
4. At all Centers, public relations depend to a large degree on the personal contacts and interpersonal relationships generated by the Career Guidance Center Staff.	4. Develop a public relations plan of action to insure uniformity of coverage. ***	4. a. Continue to disseminate the newsletters, brochures, giving presentations and meeting with the administrators of the agencies being served.
		b. Continue presentations to IGPA, PREP Conference, Illinois Association of School Boards and IVA.
5. a. Including the carryover funds for the 1978-79 fiscal year, more than three-fourths of the Centers have had adequate financing.	5. Base budgets for future fiscal years on the 1978-79 year's operating expenses. *	5. Review expenditures for the 1978-79 year to determine deletions and additions needed for serving the region effectively.
b. Some Centers have utilized supplemental funding such as CETA to assist in staff and program needs.		
6. All Centers are to be commended for the excellence in operational effectiveness and IOE/AVTE is commended for allowing flexibilities in program management.	6. Continue to provide strong state leadership and guidelines with flexibilities in regional delivery systems. ***	

PROGRAM MANAGEMENT (CONTINUED)

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
7. It is very evident that the Centers have and use the access to top administrators as evidenced by the numbers of top administrators interviewed during the evaluations in each of the nineteen Career Guidance Center regions.		
8. Site Review Teams found that the Career Guidance Centers collectively need a statewide system for data/information collection, anaysis and reporting, i.e., a Career Guidance Center Management information system.	8. Continue developing a CGC-MIS, based on the premise that regional, statewide and Federal data/information can aid in answering the same questions, utilizing different levels/ aggregations of data. ***	8. a. Involve the Career Guidance Center Directors/staff in this development; b. Agree on common data/information elements and their definitions, to insure a "common currency" for the consistent exchange of data/information across CGCs; c. Collect, regionally, elemental data as "building blocks" for use at the state and Federal levels; and d. Keep system relatively simple in its ability to gather data while still operating.
9. Five major statewide issues emerged, as related to program management, in the course of the evaluation activities. These are: a. Boundaries of CGC regions; b. Locations of Career Guidance Centers within their CGC regions; c. Determination of the most suitable type of CGC Administrative Agency; d. Funding patterns (i.e., regional funding vs. funding for Career Guidance Services via each LEA	9. Continue the program management patterns, relating to these five major statewide issues, without major changes, and as they are being implemented according to the initial design for Career Guidance Center operations and management. ***	9. a. Continue to work cooperatively among neighboring CGC regions with no inter-regional jealousies. b. Continue to try to decentralize services in large CGC regions, using ESRs, AVCs, and community colleges as satellite cooperators. c. Continue to encourage development of a separate identity for each Career Guidance Center with its Administrative Agency. d. Continue to gain support for funding Career Guidance Center activities regionally rather than through individual LEAs.

CONCLUSIONS	PROGRAM MANAGEMENT (CONTINUED) RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
or eligible recipient, locally) and; e. Actual or potential duplication of efforts between the CGCs and other statewide/regional agencies and organizations, both within and beyond IOE. Evaluation findings included supportive documentation which would suggest that Career Guidance Centers can operate well within the currently defined boundaries and locations of Career Guidance Centers, themselves (a and b above); the LEAs, ESRs and Community Colleges all appear to be equally good CGC Administrative Agencies, with the Community Colleges being the most suitable post-secondary institutions because of their mission and range (abilities and ages) of clientele served (c above). Further, good support exists for funding Career Guidance Center services regionally (vs. only locally) as the most cost effective, efficient and coordinated system (d above). Finally, the Career Guidance Centers were found engaged in programs and services not duplicative of other regional/statewide agencies or organizations, but are indeed providing a coordinated and cooperative structure for sharing other resources available throughout the regions (e above).		
10. The Statewide leadership (Special Programs and Research and Development Sections) has provided excellent and supportive assistance to the Career Guidance Center	10. Continue to encourage these excellent sources of leadership, support and innovation. ***	

PROGRAM MANAGEMENT (CONTINUED)

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
Directors and staffs. They have sought to involve all sections of IOE/AVTE as appropriate. They have been very supportive and helpful to the Third-Party evaluation activities. They have also been developing meaningful and informative accountability reporting procedures for the Career Guidance Centers.		

VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS AND SERVICES

The quantity and quality of technical assistance as well as programs and services provided LEAs and CBAs, will affect the total programs offered students and other clients in the future.

The Career Guidance Centers have been highly complimented for the assistance given to LEAs and CBAs in selecting, implementing, developing and evaluating career guidance programs.

The Centers are to be complimented on the number of topics they have addressed and the accomplishments they have made. There is still much work to be done; however, there has been evidenced a good beginning.

It should also be emphasized that each Career Guidance Center has developed somewhat different programs and services in attempting to address and fulfill regional needs; thus, each Career Guidance Center does not necessarily provide all areas of special programs and services.

The Career Guidance Centers need to encourage development of a statewide model program which will allow each local agency to set goals, evaluate its current range of programs and services, and then develop or modify services to meet the total range of career development needs of participants.

If the Career Guidance Centers were not funded, some programs might be able to remain operational, but the major functions of catalysis, "neutral" convenor, facilitator and coordinator would surely not be in evidence.

A most critical need/issue yet in the process of being resolved as part of the understood and accepted missions of the Career Guidance Centers is placement. The role of the Career Guidance Center should be encouraged and strengthened as a coordinator of placement activities, thus indirectly assisting clients in this challenging task area, which requires time and effort in varying amounts.

In the three-column reporting which follows, those recommendations (in the middle columns) identified as being rated top priority items for action are those numbered 5, 8, 10 and 11.

VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS AND SERVICES

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
1. The Career Guidance Centers as a network, are servicing: a. Public and Private Schools K-12; b. Community Colleges; c. CETA Sponsors; d. Economic Opportunity Councils; e. Commercial Educational Companies; f. Businesses and Industry; g. Public Libraries; h. Universities; I. Job Services; j. Correctional Institutions; k. Focus on Women Projects; 1. Adult Re-entry Projects; m. Bi-Lingual Programs; n. Councils on Aging; o. Chambers of Commerce; p. Associations for Low Incidence Handicapped; q. Migrant Council; r. Adult Education Service Center; s. Retired Senior Volunteer Program; t. Department of Corrections; u. Educational Improvement Centers; v. Urban League; w. Industry, Labor, Education Council; and x. Public Aid.	1. a. Where possible, consider servicing private schools to a greater extent and more business, industry and labor organizations and agencies serving the handicapped. ** b. Continue to concentrate on the following four general areas of vocational guidance and counseling: · Staff Development; · Resources (Human and Material); · Consultations; and · Referrals, as appropriate. **	1. Include additional private school membership on Advisory Committees, as well as individuals from business, industry and labor and agencies serving the handicapped.
2. More than three-fourths of the Career Guidance Centers are satisfactorily meeting most of the needs of the target populations as identified in the project goals. Those areas needing review are: a. Limited English Speaking, b. Second Career Seekers, c. Handicapped, d. Early Retirees, e. Elementary; and f. Placement.	2. a. Consider the role the Career Guidance Center should play with each target population.** b. Provide technical assistance and models to school and agency personnel around which they can develop their potentials to serve special populations. **	2. Prepare statements regarding involvement in each area, emphasizing numbers of persons affected and percentages of time devoted to each area.

CONCLUSIONS	VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS AND SERVICES (CONTINUED) RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
3. All Career Guidance Centers are attempting to offer all state-developed career guidance programs requested by local agencies, by serving as regional facilitators for state-developed programs.	3. Continue to utilize Career Guidance Centers to promote statewide thrusts. **	
4. The Career Guidance Centers are not spending a large portion of their funds on career information. Rather they are suggesting materials for purchase and suggesting that collections be established in colleges and career centers.	4. Continue this emphasis/level of involvement. *	
5. The Career Guidance Centers are to be commended for the high level of useage by those persons aware of programs and services available through the Centers.	5. a. Continue to work with high users, but develop strategies which will encourage new clients to use resources and services. *** b. Identify and emphasize state office-preferred activities and services as well. ***	5. Analyze non-users to determine ways of encouraging clients/agencies to use the Career Guidance Centers.
6. Additional services suggested for expanded implementation are: a. Develop or expand comprehensive community careers resources guides; b. Expand test specimen files; c. Expand audiovisual materials; d. Increase involvement of business and industry; e. Assist in the development of career days; f. Identify local job information; g. Develop workshops on career and vocational planning; h. Develop activities to meet the needs of teachers and counselors K-8; and	6. Emphasize these additional services in future planning. **	

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
1. Provide more technical assistance in the area of Placement.		
7. The Career Guidance Centers are to be commended for their efforts to inform local agencies of the existence of the Centers. Many of the Career Guidance Centers have utilized one type of service (developed by each CGC) as a "door opener" for additional services to the CGC region, e.g., computerized vocational information system.	7. Continue to use "door opener" services to develop awareness of the CGCs, but also highlight and publicize other programs and services. **	7. Conduct a series of presentations, highlighting Career Guidance Center accomplishments and activities planned for the coming year.
8. The Career Guidance Centers have found a need to develop a statewide model program which will allow each local agency to set goals, evaluate its current range of programs and services, and then develop or modify services to meet the total range of career development needs of participants.	8. Involve the statewide CGC network, IOE/AVTE, and other key agencies/persons in providing input and assistance (taking into consideration the "career development" theory of growth/learning as the basis for career guidance and career education program goals.) ***	8. a. Include this model program as a major item at statewide CGC meetings. b. Explore potential sources of funding assistance, statewide and other.
9. If the Career Guidance Centers were not to be funded, <u>some</u> of the programs/services which have been developed <u>might</u> be able to remain operational under the aegis of other agency(s) within each CGC region (e.g. computerized vocational information systems). However, the major functions of catalysis, "neutral" convenor, facilitator and coordinator of vocational guidance/counseling programs and services would surely not be in evidence. The Career Guidance Centers have <u>earned</u> coordinative	9. Continue funding the Career Guidance Center operations, as the most effective, efficient and coordinated system for program/services delivery, in funding resources and in helping LEAs and CBAs utilize them cooperatively. **	9. a. Make decision to fund the Career Guidance Centers beyond 1980, as quickly as possible in the time period ahead. b. Continue to emphasize networking, both within the CGC regions and statewide. With continued support, it has been said that the CGCs can be the arms, legs, voice and ears of IOE/AVTE as well as an IOE/AVTE/CGC Network.

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
powers, based on voluntary cooperation and coordination.		
10. A most critical need/issue, in the process of being resolved as part of the understood/accepted missions of the Career Guidance Centers, is placement, a challenging task area which does take time and effort in varying amounts depending upon the level of emphasis to be developed. It is also a vocational education function mandated by the Federal Establishment.	10. Encourage and strengthen the role of the Career Guidance Centers as coordinators of placement activities, thus indirectly assisting clients to select and assess educational programs which prepare them to enter and advance in jobs. ***	10. Develop appropriate linkages between placement agencies (public and private), implementation of placement models and use of referral systems, established as part of local counseling programs. Consider devoting one statewide staff development session to placement activities. Increase awareness of the CGCs as coordinators of regional job referral information sources.
11. Each of the nineteen Career Guidance Centers has developed a number of successful practices, as well as programs, services and concepts.	11. Emphasize the continued building of successful programs, services and concepts at each center as well as from one CGC to others within the nineteen-center network. ***	11. In this building process, the CGC should serve as adoption/adaptation facilitator, demonstrating and providing inservice and technical assistance.

PERSONNEL

Career Guidance Center directors, administrative agents, community clients and resources must continue to work together in order to develop a comprehensive, effective program.

The Career Guidance Center staff are serving their regions effectively according to the interviewees. The staffs are well-qualified educationally and with work experiences outside of education.

Most staff development has taken place through state-developed programs and inservices provided by individual LEAs and other agencies, in the Career Guidance Center regions. These activities should be continued with greater involvements in their planning and implementation by the Career Guidance Center Directors and staffs themselves.

Since the Career Guidance Center staffs are small in number and since Illinois is a large state, the Career Guidance Centers need to explore ways to stretch the efforts of the staffs. The greater use of telephone communication and the formalizing of cooperative efforts between/among all nineteen centers can help in this area.

In the three-column reporting which follows, that recommendation (in the middle column) identified as being rated top priority item for action is numbered 7.

CONCLUSIONS	PERSONNEL RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
1. In at least three-fourths of the Career Guidance Centers, the administrative agencies are to be commended for their understanding of the tasks of the Career Guidance Centers required to meet the Center's goals.	1. Continue to involve administrative agencies in maintaining a high level of understanding. **	
2. More than three-fourths of the administrative agencies have developed position descriptions for positions on the Career Guidance Center staff.	2. Review and up-date all position descriptions and put on file. *	
3. Because of the smallness of the Career Guidance Center staffs, most of the personnel development has occurred either at the state level or as a part of Center-sponsored inservice for clients.	3. Continue personnel development for all Career Guidance Center staff, utilizing the state leadership, other CGC staffs and university and other consultant/ resource persons. **	
4. Testimony of interviewees indicate that the nineteen Career Guidance Center staffs are well trained and knowledgeable of the topics they present.	4. Continue to provide opportunities for both personal and professional development for Career Guidance Center staffs. **	
5. The nineteen Career Guidance Center staffs have a wide variety of education and work experience including community-based agency, teaching, and guidance experiences. The clients feel that the staff members are well qualified and are being successful in accomplishing their goals.		
6. The personal style of each Center's Director and staff is a significant determinant of the Center's ability to accomplish outreach activities.	6. Pay careful attention in staffing Career Guidance Centers to provide staff who can accomplish outreach, either from the centers themselves or through	

PERSONNEL (CONTINUED)

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
	decentralizing staff efforts within the Career Guidance Center region. **	
7. The statewide staff development sessions for Career Guidance Center Directors/staff are an excellent and necessary vehicle for statewide operation of the Career Guidance Centers. The Career Guidance Center Directors/staffs are an unusually mature group, able to inservice themselves.	7. a. Continue these sessions, at least bi-monthly, throughout the 1979-80 operational year; ***	7. Possible topics for statewide staff development sessions (based on evaluation outcomes) should include:
	b. Continue to involve the Career Guidance Center Directors/ staff in their planning and implementation along with statewide leadership and outside technical assistance, ***	• working with/relating to administrative agencies; • impacts of CGC programs and services; • working with/relating to Advisory Councils/Committees; • placement-related services; • development of a statewide position statement; • development of a career guidance statewide model; • development of a statewide CGC data/information system (i.e., management information system); • utilization/sharing of resources within CGC regions and statewide; • one and five-year planning; • development of a technical assistance/process model.
	c. Rotate meeting locations, utilizing meeting locations at various CGCs, as possible and feasible; ***	
	d. Provide ample contact/communication time between/ among CGC staffs; *** and	
	e. Provide ample time for CGC staff to make presentations to each other. ***	
8. The Career Guidance Center staffs are small in numbers. Illinois is a vast state, and the Career Guidance Center regions are generally large. Thus, communication has been effected utilizing WATS telephone lines (both in and out of one of the CGCs), acceptance of collect telephone calls, taped telephone information system, and the telephones.	8. Continue exploring ways to stretch the efforts of CGC staffs in reaching and servicing LEA and CBA personnel in their regions. **	8. Consider exploring the utilization of more Wide Area Telephone Service (WATS) lines.

CONCLUSIONS	PERSONNEL (CONTINUED) RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
9. Each Career Guidance Center needs to utilize resources of the other 18 centers. The result of this will be more time to develop innovative programs addressing the wide range of missions assigned statewide to the centers.	9. Formalize cooperative efforts between/among all nineteen centers. **	

COMMUNITY RESOURCES

The use of community resources by guidance personnel to help them function more adequately in the career guidance areas, has been enhanced by the Career Guidance Centers. Plant and facility tours for teachers or students, guest speakers, cooperative placement activities, are a few examples of community involvement in career guidance. In addition, the Career Guidance Centers have coordinated programs and services within the community and have provided community resources for inservice activities.

The use of community resources as members of the Advisory Councils provides a balanced number of members from business, labor, industry, government and edcuation. Once on the Advisory Council, members should be involved in the planning and evaluation processes. Such involvement is an important part of operating an effective Career Guidance Center. The Career Guidance Center staffs need assistance in the selection and use of the Advisory Councils.

The Career Guidance Center Network is now ready to provide promising communications and new/extended services for the IOE and its Department of Adult, Vocational and Technical Education. The Career Guidance Center Network is an in-place mechanism for statewide implementation(s).

The IOE/AVTE might be assisted in providing statewide leadership for the CGCs by establishing a statewide Advisory Council for Career Guidance Centers.

The Career Guidance Centers can accomplish much by seeking the cooperation of other agencies in the region, e.g., the community colleges and the area vocational centers.

There is a further need for a statewide public relations plan to heighten awareness of the CGC resources network throughout Illinois.

In the three-column reporting which follows, those recommendations (in the middle columns) identified as being rated top priority items for action are those numbered 1, 6 and 9.

COMMUNITY RESOURCES

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
1. More than half of the Career Guidance Center Advisory Councils tend to be made up of a majority of educators and community-based agency people with smaller representation on the part of business, industry and labor.	1. Make special efforts to include more representatives of business, labor and industry, and develop state-wide guidelines for accomplishing these special efforts. ***	1. a. Review Advisory Council compositions. b. Set a goal for the new year to develop a more balanced composition c. Target, as newly-appointed council members, persons with in-house training, development and/or continuing education duties.
2. The Advisory Councils need to be more involved in the planning process.	2. a. Set up regular Advisory Council meetings with pre-planned agendas, perhaps more frequently than one per quarter. ** b. Strive for higher member percentage of attendance at Advisory Council meetings than the current statewide 60 percent. **	2. a. Identify activities that the Advisory Councils should be involved in planning. b. Consider forming task forces within Advisory Councils related to issues for which advice and support are needed. c. Devote a statewide CGC staff development session to the formation and use of Advisory Councils.
3. The Career Guidance Centers should be commended for their efforts in providing community resources for inservice activities.		
4. The Career Guidance Centers are to be commended for their coordination of programs and services.		
5. The following types of community resources are being made available statewide through the nineteen Career Guidance Centers: a. Speakers; b. Placement activities; d. Advisory Council members; e. Job opportunities;	5. Continue to develop ways to help local school/agency personnel acquire the skills for utilizing community resources as outlined in PL94-482, Section 134 (b). **	

COMMUNITY RESOURCES (CONTINUED)

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
f. Employer profile; g. Manpower information; and h. Student tours.		
6. There are promising communication and servicing potentials for the Illinois Office of Education, in the establishment of the CGC network throughout Illinois. The Career Guidance Center network is an inplace mechanism for statewide implementation(s).	6. Look for ways to take advantage of the network, including significant ways of using the resources and outreach functions of the centers, as well as assisting in the dissemination of IOE/AVTE products/services/processes, via regionalized approaches. ***	
7. IOE/AVTE might be assisted in providing statewide leadership for the CGCs by establishing a statewide Advisory Council for Career Guidance Centers.	7. Consider the establishment of a statewide Advisory Council for Career Guidance Centers. Appoint membership equally from LEAs and CBAs (public and private), statewide agencies, businesses, industry, labor and target groups. **	7. Meet twice yearly, perhaps in conjunction with the statewide conventions of the IVA.
8. The Career Guidance Centers can gain much in accomplishing their goals by seeking the cooperation and assistance of other agencies in the CGC region, including AVCs. Examples of providing the catalysis for coordinated efforts of agencies within a CGC region (e.g., among community colleges) are in evidence.	8. Explore ways of involving such agencies as AVCs, both in single and in multiple-county regions, including advisory committees and other people resources, transportation, sharing of personnel, and information and dissemination. **	8. Explore ways of utilizing the program development, communciations and transportation resources of the AVCs, as well as their potential contributions as a link in the articulation efforts between secondary and post-secondary vocational education. Seek ways, also, to utilize the AVC and Community College statewide groups.
9. There is a need for a statewide public relations plan to heighten awareness regarding existence of regional Career Guidance Centers throughout the state.	9. Design and operationalize statewide and national public relations efforts on behalf of the Illinois regional Career Guidance Centers. ***	